

Social Studies 7 - Lesson Plan – Mrs. McCracken

| | | | |
|--|--|--|--|
| Subject/Grade: Social 7 | | Lesson Title: Introduction | Teacher: Mrs. McCracken |
| Stage 1: Identify Desired Results | | | |
| Outcome(s)/Indicator(s): | | | |
| <p>In preparation for focusing on the outcomes listed under the goal of: Interactions and Interdependence (examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations (IN)), we will be doing a brief introduction of overall unit.</p> <p>IN7.2 Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.</p> <p>a. Identify the countries of origin of people, or of personal objects or tools (e.g., clothing, foods, friends, classmates, teachers, electronic equipment, favourite websites).</p> | | | |
| Key Understandings: ('I Can' statements) | | Essential or Key Questions: | |
| <ul style="list-style-type: none"> - I can compare the similarities and differences between Canada and Mexico - I can investigate pictures and interpret their meaning - I can compare and contrast my own life with someone else's story | | <ul style="list-style-type: none"> - How are individuals, cultures, and nations interdependent? - How do interactions with our neighbours lead to conflict, cooperation, and interdependence? - What are some similarities between Canada and Mexico? - What are some differences between Canada and Mexico? | |
| Prerequisite Learning: | | | |
| <ul style="list-style-type: none"> - Students should have a general understanding of the Pacific Ocean and what countries surround it - Students should have a basic knowledge of how to run a computer and navigate websites - Students should know how to compare one place to another by looking at similarities and differences (Mexico/Canada) | | | |
| Instructional Strategies: | | | |
| <ul style="list-style-type: none"> - Use a variety of teaching methods (video, google slides, game, worksheets) - Provide encouragement to students to motivate them - Pair or small group work | | | |
| Stage 2: Determine Evidence for Assessing Learning | | | |
| Diagnostic assessment: | | | |
| <ul style="list-style-type: none"> - Ask students their prior knowledge of Mexico | | | |
| Formative assessment: | | | |
| <ul style="list-style-type: none"> - Venn diagram - Gallery walk worksheet - Keeping track of who is providing answers (to track effort and participation) | | | |
| Stage 3: Build Learning Plan | | | |
| Set (Engagement): | | Length of Time: 10-12 minutes | Materials/Resources: |
| <ol style="list-style-type: none"> 1. Begin by sharing that we are going to be starting our first unit of Social Studies, but first we are going to do a quick review of Canada (2 minutes) <ul style="list-style-type: none"> • Pair up students and have each pair get one computer • Have them log into Microsoft teams 2. Play video: The Provinces (and Territories) of Canada (3 mins) 3. Have students go to Canada: Provinces and Territories – Map Quiz Game website (5-7 minutes) <ul style="list-style-type: none"> • Have pairs work on game – give them about 5-7 minutes • ASK: Have students keep track of percentage of accuracy (located top left of game) 4. Once students have all completed game, do it once together as a group (2-4 minutes) | | | <ul style="list-style-type: none"> - Google slides - Gallery walk worksheet - Venn diagram/note page worksheet - Computers - Writing utensils - Textbooks - Projector - Speakers (for video) <p>Video:</p> <ul style="list-style-type: none"> - The Provinces (and Territories) of Canada - Introducing Mexico <p>Website:</p> |

Social Studies 7 - Lesson Plan – Mrs. McCracken

| | |
|--|--|
| <ul style="list-style-type: none"> • Have class work together to choose locations <p>Development: Length of Time: 44 mins</p> <ol style="list-style-type: none"> Go through google slide presentation (3-4 mins) <ul style="list-style-type: none"> • Give an overview of the first unit – Slide 2 • Show unit essential question – Slide 3 • Give overview of chapter focus question – ask students what they think those words mean – Slide 4 • Go over definitions of: conflict, cooperation, and interdependence – Slide 5 Introduction of Mexico – Slide 6 (10 mins) <ul style="list-style-type: none"> • Show Mexico souvenirs • Hand out Venn diagram for Canada and Mexico – students can add to it throughout chapter learning • Play video: Introducing Mexico (3 mins) • Ask: What are some things that you learned about Mexico? (add to google slide) • Have students choose location of Mexico – Slide 7 • Look at map to show students where Mexico is in relation to other countries – Slide 8 • Look at Mexico closer – Slide 9 Gallery walk (worksheet) – pages 2-7 – Slide 10 (10 mins) <ul style="list-style-type: none"> • Hand out worksheets – give brief explanation of how to fill out worksheet Read “my story” pages 5-7 – Textbook (10 mins) <ul style="list-style-type: none"> • Have students use Venn diagram/note page to add key details from story • Read to class Answer questions together as class on page 7 (10 mins) <ul style="list-style-type: none"> • Have each desk group discuss a question • Have each group share response with class • Have other groups provide extra details (if they have any to share) <p>Learning Closure: Length of Time: 3-4 mins</p> <ol style="list-style-type: none"> What is one thing you learned about Mexico today? (3-4 minutes) <ul style="list-style-type: none"> • Have each student try to give an answer • Tell students to keep their venn diagram/note page papers with them • Ask students to hand in gallery walk worksheet | <p>- Canada: Provinces and Territories – Map Quiz Game</p> <p>Possible Adaptations/ Differentiation:</p> <ul style="list-style-type: none"> - Strategically partner up students who may work better together - Include subtitles so that students can visually read while listening to words spoken in videos - Put students in group with EA or Ms. Friesen who may need extra assistance <p>Management Strategies:</p> <ul style="list-style-type: none"> - Give students roles to promote responsibility (hand out worksheets, shut off lights, etc.) - Walk around to each student and group to track their progress and to be available for questions <p>Safety Considerations:</p> <ul style="list-style-type: none"> - Give clear instructions on when to get computers so that chaos does not ensue - Make it clear that students are to stay on task and only be on website requested by me |
| Stage 4: Reflection | |
| <i>Personal Development Goals:</i> | |
| <p>Communication: Try to ask quieter students questions to gain better understanding of what they know. Encourage responses from all students but work to get as equal of an amount of responses from each student as possible.</p> | |
| <p>Classroom management: Work on finding ways to bring class back to topic at hand and keeping them focused on their task</p> | |

Photo Gallery Walk



| Picture & Page Number | What do you see? What details do you notice? | What is happening? What is the picture trying to tell you? |
|----------------------------------|---|---|
| 4 Pictures – Pg. 2 | | |
| 3 Pictures – Pg. 3 | | |
| 3 Pictures – Pg. 4 | | |
| 2 Pictures – Pg. 5 | | |
| 4 Pictures – Pg. 6 | | |
| 3 Pictures – Pg. 7 | | |



